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ABSTRACT

The Teacher Resource Center outlined in this proposal would be a center where research could be done for teachers in all subject areas, reducing the time faculty must spend during preparation periods and after-school hours in researching information and materials for class use. Other objectives include (1) the provision of correlated materials for teachers in various subject areas; (2) assisting in both the development of curriculum objectives and supporting the curriculum through the use of multimedia materials; (3) the provision of in-service credit or summer employment for teachers assisting in the development of the center; and (4) fostering the sharing of resource materials throughout the district. The center would be available for use by faculty, other professional staff members, and administration both during school and after-school hours. The center's initial responsibility would be to supply cross-referenced listings of selected subject-headings, with curriculum guides and audiovisual materials coordinated with these initial lists to be supplied later. This proposal includes guidelines for planning, management, and evaluation, as well as some reference and sample forms. (BBM)

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PROPOSAL

FOR THE

DESIGN AND DEVELOPMENT

OF A

TEACHER RESOURCE CENTER

FOR THE

NORRISTOWN AREA SCHOOL DISTRICT

BY

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PHILADELPHIA, PENNSYLVANIA

FEBRUARY 1977

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INTRODUCTION

This paper is planned for and directed to the school board and staff of the Norristown Area School District. It will outline a purpose for establishing a Teacher Resource Center with guidelines for its planning, management and evaluation. Included also will be references for purchasing materials, for staffing, etc.

The Norristown Area School District has a need to develop a center or area where research can be done for teachers in all subject areas to eliminate research time currently used during preparation periods and after school hours. The objectives of such a center are:

1. to provide correlated materials for teachers in various subject areas.
2. to alleviate time needed by faculty to research information and material for class use.
3. to assist in developing curriculum objectives through the use of multimedia materials.
4. to support the curriculum through the use of multimedia materials.
5. to provide in-service credit or summer employment for teachers who assist in the developing of the center.
6. to foster sharing of resource materials throughout the district.

The center's user group would be faculty, other professional staff members, and administration. It is to be available for use during school and after-school hours. Its main responsibility will be to shelf materials for distribution to professionals in a district of fourteen schools and a faculty of approximately 485 teachers.

SECTION 1:

PROGRAM PLAN

After a survey of instructional needs in the district has been completed, the initial preparation for the center can be made during the summer before opening. These preparations would entail the following:

1. Selection and approval of a site within a school district building for the center.
2. Review of objectives and modification, if any.
3. Appointment of staff members: professional, clerical, and part time.
4. Allotment for in-service credit or summer employment for teachers.
5. Collection of materials available from district schools.
6. Cataloging and indexing materials.
7. Development of a plan for the dissemination of materials.
8. Arrangement of a time schedule for opening and for hours of operation.

In order to begin a center of the nature discussed, steps need to be taken to survey the personnel of the district to find out what instructional needs will best be served by the center within the limits of its operation. The center will have limitations in the first year of its program. These limitations may be as follows:

1. preparation of cross-referenced listing of materials in the school district.
2. restriction of distribution of materials; not an educational program.

A recommended facility would be an unused room in a school in the district that is large enough to shelve materials and allow work space for center staff and school district professionals. The Norristown Area School Board would appoint a committee of administrative personnel to view and select a facility for the Teacher Resource Center. The center would meet the following criteria:

a. accessibility to school district personnel

b. accommodate several hundred books, curriculum guides, filmstrips, records, posters, games, and activity-related materials.

c. allow work space for a maximum of twenty-five people at a time.

d. include communications facilities such as phones, typewriters, and copying machines at a later date.

e. be available for use during the hours of 8:00 a.m. to 7:00 p.m., hours to be adjusted through use.

f. provide a pickup or delivery service of materials through inter-school mail or other safe means. [1]

Materials which are available in the school district should be selected for their usefulness to the center. These materials would include curriculum guides in different subject areas, teacher-made materials which could be incorporated, audio-visuals and equipment such as filmstrip viewers, slide carousels for previewing materials, etc. as deemed necessary. Much time will need to be spent in collating both a-v and hardcopy materials into an organized collection.

Staffing requirements would include a full-time Director of Teacher Resource Center, current Instructional Leaders in the district, Staff Librarian, and clerical personnel. Summer employment should be allowed for faculty staff who contribute work in reviewing and organizing materials. Inclusion of part-time staff and student aids would increase the efficiency of the center. Appointments of full-time staff should come from the school district.

Meeting Objectives

In alleviating time needed by teachers to research materials for classroom, the center will be invaluable. Correlated curriculum materials will enhance the teacher's ability to reach students through multi-media instruction and improved

teaching strategies. Correlation as defined in this paper means sorting lists of curriculum guides, filmstrips, posters, activity-related packets, games, and other related materials into subject areas, then transferring these items onto the same subject list.[2] For example, in elementary oceanography, upon request, a listing would be prepared containing the above materials pertaining to the subject in accordiance with the district continuum (see Figure 1). In the area of communications, a teacher handbook has been prepared. To support this handbook, the materials would be listed for each grade level with objectives to be met in each subdivision of the handbook. Initially, dissemination of information would be through these correlated listings. Although teachers would have to obtain materials themselves at this point, the next step is more significant.

Curriculum support through the use of multi-media materials is an aid to faculty and paraprofessionals. After collating lists of items, the next step is to obtain the items for packaged distribution. The first method of developing this is through a survey of school resources available. Every school should retain its own library of audio-visuals, but any which can be contributed to the center would lessen the purchasing needs. As media is identified for the center, filmstrips, etc. would be purchased for inclusion in packaging.[3] Films would be listed, but obtained through the Montgomery County Intermediate Unit as at present.

Teachers, through experience, have always needed to prepare their own resource materials to support their teaching. Many of these resources have included posters, diagrams, packaged materials in card files or boxes. Through resource sharing, the center would be well ahead in packaging if the above resources can be gathered from teachers in the district. To encourage sharing, the objectives of the center need to be distributed with the initial survey of needs. In furthering the development of professionalism of all teachers, many would be encouraged to give their materials for sharing. Not only would their work be acknowledged by the center

(method to be designated by Center Director), but they would have access to materials prepared by other teachers for their classroom use.

Another resource for the center would be student projects that have been prepared. The inclusion of student materials would help students in the classroom who receive instruction through center materials identify more closely with the district as a whole.

Selection of discontinued series of teacher guides, curriculum guides, and books of this type for the center should begin early in the program. Reading books on the different subjects are not included because school libraries should remain intact. An excess of guides could be filtered into the center for cross-referencing.

Cataloging and Indexing Materials

A major problem forseen in establishing the center through collection of school district material is the "dumping" of a motley of resources into the center. To avoid this, a system needs to operate. Materials can be collected from the fourteen schools, but in an orderly fashion. The compilation of the subject cross-referenced listing is an ongoing job and will be the major task of the center Director, Librarian, and the Instructional Leaders. They will need to obtain school lists of filmstrips, posters, curriculum guides, publishers' lists of supplementary materials used by the district. The Montgomery County I.U. film listing will also be included. A request form sent to school librarians, team leaders, and principals would delineate the types of lists required and a submission date. These requests will be a district effort for the benefit of all professional school personnel. When the lists have been received, the Director and Staff Librarian will use the Dewey Decimal System of cataloging each subject heading.

To receive materials from the schools in the district, a request form to each of the elementary, middle, junior highs and the high school would be sent for specific types of items in specific subject areas. For example, in elementary school the subject may be "Beginning Electricity". The items sought would be only electricity kits, filmstrips, posters, and teacher guides. Once received, these items would be packaged according to the subject classification established by the initial listing of this subject. (Figure 2). To avoid time lost in waiting for transportation of these items, a projection of materials needed could be compiled into a time schedule for each school as to which materials would be requested and the delivery date to the center (see Figure 3).

Distribution of Materials

Once a limited number of subject headings have been catalogued and indexed, these subjects on cross-referenced lists are ready for distribution. The tasks of the center in its early stages are limited to compiling and listing materials so that teachers have at hand a guide for a multi-media approach to instruction. Although materials would be received at the center and catalogued, their distribution would come at a later date when methods of packaging and sufficient supplies are available.

At the opening of the school year, the Director and Librarian would distribute "Requests for Supplementary Materials" forms to each school in the district (Figure 4). When an instructor needs a guide for supplementary instructional materials, that instructor files a request form in advance of the date (to be determined by the center) the listing would be delivered to the school. Should the instructor want to preview the listing, a call would be made to the staff at the center at which time a question-negotiation would determine whether all or part of the list is needed. Part of the requirement for the facility is a phone system to handle this type of interchange. Once retrieved from the center's shelves, the list

would be sent through inter-school mail. Although the teacher, at this point, would have to collect the materials from the school, the initial step in researching the information is completed. Should any suggested materials be housed in another school, the center would identify the location of the resources so that the teacher can obtain them. The teacher's name and school would be recorded at the circulation desk of the center.

Packaging of Materials

As multi-media items are collected into the center, packaging requirements need to be met immediately. Shelving inside the center should to be sufficient to accommodate both the lists of subjects and standard size boxes with dimensions of ~~3 x 4.5 x 3~~ 1.5' x 1.5' x 1.5'. Large posters which cannot be rolled would be packaged in large flat plastic bags shipped with the boxed package. An accompanying list would be the same as the initial list made for the specific subject heading (Each package would also contain an evaluation form for usefulness to the instructor). Using the supplementary materials request form, the package would be transported through inter-school mail or be available for pick up by the individual instructor. Films would be ordered by the center to arrive simultaneously. Again, the teacher's name and school would be recorded at the center. Each list and package would have a due date for return to the center.

Evaluation Procedures

To evaluate the efficiency of the center, monthly evaluations by the center Director, Instructional Leaders, the Staff Librarian, and the Assistant Superintendent of Instruction will be conducted. The evaluation should cover the following points:

1. How many subject headings and subdivisions have been catalogued on lists?
2. How many subject headings and subdivisions have been packaged?
3. Do these lists follow the classification system adopted?
4. What is the percentage of use of the center by instructional personnel on a bi-weekly basis? Include number of requests by phone and form.

5. How efficient is the method of distribution? (Inter-school mail and delivery)
6. What are the reports on the usefulness of different subject headings?
7. What material sets need to be modified?
8. Do service hours need to be adjusted?
9. What is the quality of accountability of the center and staff to the school district?
10. Evaluate the costs of purchasing materials for the center.

After an initial trial period, evaluations should be conducted quarterly.

Summary

The needs of increased instructional aid can be met through the establishment of a Teacher Resource Center for the Norristown Area School District. The center can be a direct source of supplementary materials to the fourteen schools and approximately 485 faculty personnel. Its main objective is to provide packaged multi-media materials to enhance teaching strategies by distribution throughout the district. Key to the beginning of this center is a plan of surveying needs, encouraging resource sharing, cataloging materials collected, and regular evaluation of the efficiency of the center. The center's initial responsibility is to supply cross-referenced listings of selected subject-headings and later to supply curriculum guides, audio-visual materials, etc. coordinated with these initial lists.

SECTION 2:

MANAGEMENT PROPOSAL

Staffing requirements for the center include the supervision of the current Assistant Superintendent of Instruction, a Director for the Teacher Resource Center, current Instructional Leaders and a Staff Librarian. These are full-time positions. Included in the staff are clerical personnel and student aids. Summer employment should be allowed for teachers who contribute to the establishment of the center prior to its opening.

The tasks of the Assistant Superintendent of Instruction are the direct supervision of the programs and material collection of the center. The Assistant Superintendent of Instruction will serve as a liaison between the center and the school board. Directly accountable to the Assistant Superintendent is the center Director. The Director's responsibilities include administration of the center, assignment of duties to staff members, arranging for contacts with key personnel within schools in the district, collection and distribution of materials, purchasing and evaluating, and the development of a selection policy.[6] The Instructional Leaders will be responsible for developing a descriptor of subject-headings in accordance with school district continuums of instruction. The Instructional Leaders will work closely with the Staff Librarian in cataloging subject headings and materials as they are received. Clerical personnel will maintain the card catalog and prepare standard request forms as well as any other assignments deemed necessary by the Director. Student aids will be an invaluable asset in packaging material for delivery and in reshelving items as they are returned. High school credit could be given for time spent at the center.

SECTION 3:

COST PROPOSAL

The operating costs of the Teacher Resource Center would be minimal during the first year, because many existing resources will be collected from the school district. Appointment of the Director of the center and the Staff Librarian will require a salary schedule, but Instructional Leader positions are already existing. A salary adjustment may be necessary for the additional duties. Summer employment and full or part-time clerical positions need to be included.

Other costs are the installation of phones, shelving, containers for packaging and a card catalog, if not available from a school. Because of the regular evaluations, purchasing of materials would be updated and a budget estimated.

FOOTNOTES

[1] Gordon N. MacKenzie, Marvin Sontag, and David Wilder, Educational Resource Centers (Board of Education, District of Colunbia, Washington, D. C: ERIC Document Reproduction Service, ED 055 043, 1968), p. 32.

[2] Elizabeth Fast, "Case for Multi-Purpose Media", School Media Quarterly 4 (Winter 1976): 121-125.

[3] Don Sager, "Hardware, Software, and Catch-22 Planning Audio-Visual Service", Ohio Library Association Bulletin 41 (July 1971): 4-9.

[4] Vincent C. Guercio, "On Setting up an LRC (Learning Resource Center)", Catholic Library World 48 (November 1975): 176-177.

[5] Manuel D. Lopez, "Compact Book Storage: Solutions Utilizing Conventional Methods", Library Trends 19 (January 1971): 352-359.

[6] MacKenzie, Educational Resource Centers, p. 34.

7 Oceanography Elementary Levels 1-4

73 Salt Water

731 Salt Water Fish

Curriculum Guide Title

Film title (to be ordered from MCIU to arrive with package)

Filmstrip title(s)

Records

Posters

Games

Figure 1

4 Electricity

Elementary Levels K-4

41 Electric Currents

Curriculum Guide Title

Film Title

Filmstrip title(s)

Posters

Electricity kit title

Figure 2

Request for contributions to Teacher Resource Center

To: (Name of school)

Subject Heading

Electrical Currents - Elementary

Materials Requested: Have you the following to contribute to TRC

filmstrips

posters

curriculum guides

electrical kits

If any of the above are available, please arrange for pick up or delivery by: (Date)

Figure 3

Request for Supplementary Materials

From: (Teacher and School)

Subject Heading Requested

Oceanography

Salt Water Fish

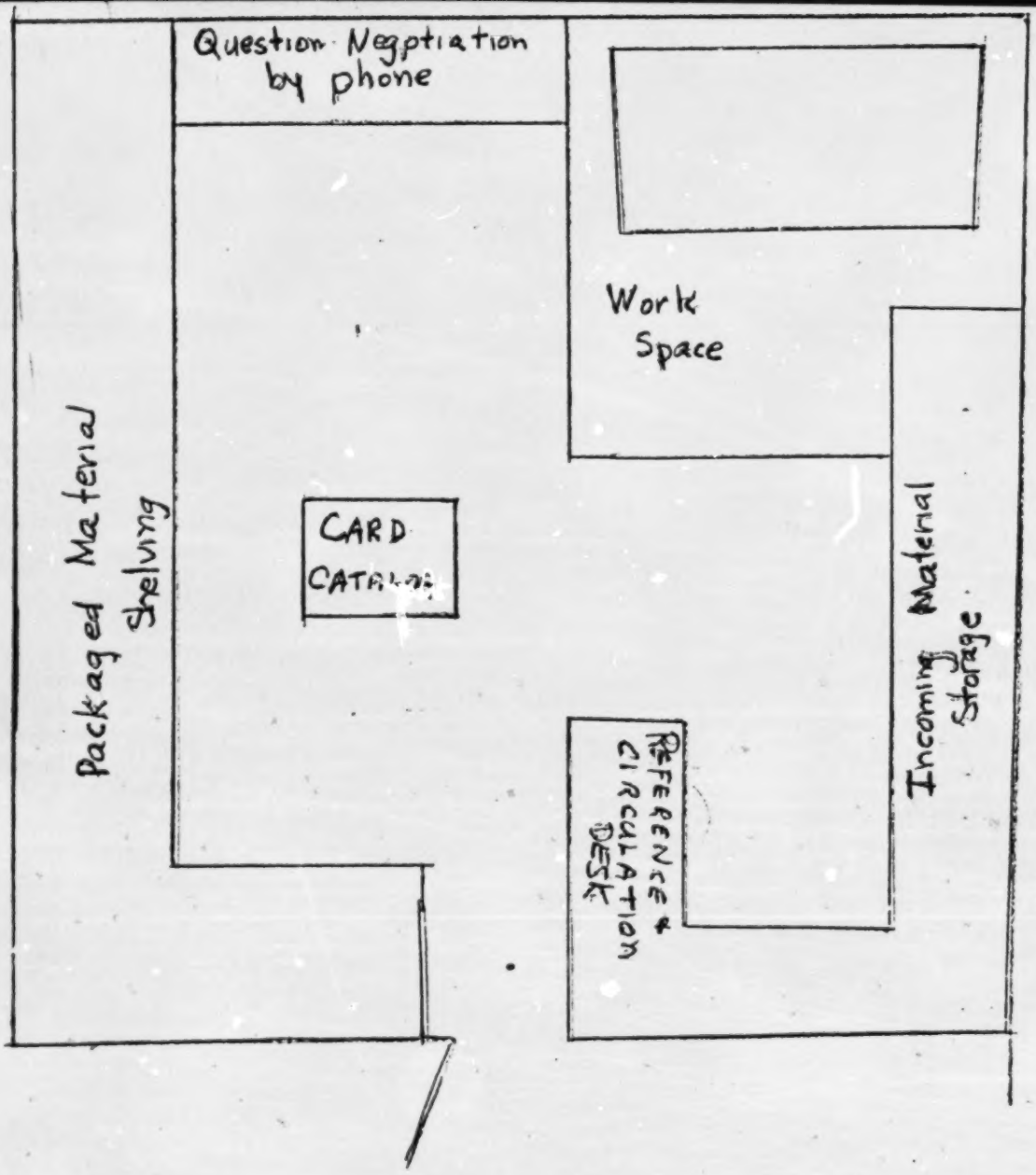
Any Specific Types of Materials

Please include underwater soundtrack

Date Needed: March 10

Pick Up or Delivery

Figure 4



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